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ABSTRACT

Pursuant to the requirements of South Carolina's Employment Revitalization Act of 1986 (ERA-86), the State Occupational Training Advisory Committee (SOTAC) in South Carolina requested information for 1987-88 and 1988-89 to assess the effectiveness of coordination and articulation efforts among education and training entities. Replies with substantiating information were received from the Office of the State Board for Technical and Comprehensive Education, Offices of Vocational Education and Adult Education in the State Department of Education, and Employment and Training Division, Office of the Governor (Administration for the Job Training Partnership Act). Generally, there was a satisfactory degree of coordination and cooperation between and among occupational education programs. Progress was still being made in achieving articulation between secondary vocational education programs and related postsecondary technical college programs. The extent of coordination appeared to be difficult to measure; articulation can be more specifically documented than can coordination or cooperation. Information and/or data provided by state agencies pursuant to Section 13 of the Employment Revitalization Act of 1986 did not follow any consistent style or format; therefore, it was difficult to make comparisons or draw conclusions. All data were totaled or summarized to statewide statistics, and conclusions could not be drawn on an area or regional basis. It was recommended that data on coordination, cooperation, and articulation should be retained and made available on an area basis and that all categories or offices primarily affected by ERA-86 should comply with all annual reporting requirements of Section 13 of that act. (YLB)

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A Report on Articulation and Cooperation
Among
Vocational Education
Technical Education
Adult Education
JTPA Program

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A REPORT ON

ARTICULATION And COOPERATION

Among

VOCATIONAL EDUCATION
TECHNICAL EDUCATION
ADULT EDUCATION
JTPA PROGRAMS
In South Carolina

Prepared by the

STATE OCCUPATIONAL TRAINING

ADVISORY COMMITTEE
(SOTAC)

Mr. Larry Patrick
Chairman

Dr. Robert H. White
Executive Director

June, 1990

Pursuant to the Requirements of the

EMPLOYMENT REVITALIZATION ACT

REQUIREMENT

In 1986, the General Assembly of South Carolina enacted the Employment Revitalization Act of 1986, which established a number of requirements concerning occupational education. Among other requirements is the following:

"In 1989-90 and every two years thereafter, the State Occupational Training Advisory Committee shall monitor the implementation of the memoranda of agreement and assess the cooperation, coordination, and articulation between technical college commissions and local school boards in a report to the Governor and General Assembly."

The State Occupational Training Advisory Committee (SOTAC) is required to report on:

The effectiveness of coordination efforts among education and training entities;

The effectiveness of articulation efforts with other education and training entities; and

The effectiveness of the coordination of the training or education program(s) to economic development efforts in each area of the State and the State as a whole. [Reference Section 13, Parts (5), (6) and (7) of ERA-86]

PROCEDURE

The State Occupational Training Advisory Committee (SOTAC) requested information for the 1987-88 and 1988-89 years from the Office of the State Board for Technical and Comprehensive Education; Offices of Vocational Education and Adult Education in the State Department of Education; and from the Employment and Training Division, Office of the Governor (Administration for the Job Training Partnership Act).

Replies, with substantiating information, were received from each of the offices. The SOTAC, working through a committee of the members, analyzed the data provided from the other agencies which became the basis for this report. The Employment Revitalization Act, in Section 13, calls for "Each state agency offering vocational, technical, occupational, or adult basic and adult secondary education programs..." to include in its annual report information on nine (9) items. In the interest of efficiency and reduced paperwork, it was deemed appropriate that the SOTAC not survey the institutions (technical colleges and local school districts), but rely on the data provided by the other state agencies in their reports.

FINDINGS

Coordination - Cooperation:

Vocational Education

Vocational Education reported for 1987-88 that "97% of the school districts/ other eligible recipients of State and Federal funds indicated ... that "coordination efforts between their school district/vocational center and other education and training entities ... had been somewhat ... or very ... effective". The following year (1988-89) the response to this item was still at 89 percent.

In response to the topic of coordination and economic development, vocational education reported for 1987-88 that 93% of the districts replied that coordination of the training or education program efforts in relation to area economic development has been somewhat to very effective. The 1988-89 response for this item was still at 88 percent of local administrators who replied that coordination was "somewhat to very effective."

Technical Education

Technical Education's information was provided in a different format. In the 1988-1989 Annual Report of the South Carolina State Board for Technical and Comprehensive Education, Technical Education reported they had surveyed the chief instructional officer at each of the sixteen (16) institutions. Information on the same items were also provided in the 1987-1988 Annual Report of the South Carolina State Board for Technical and Comprehensive Education. The replies from the chief instructional officers of the technical colleges for each year were summarized and reported on a scale of 0 to 4, where 0 equalled "not at all effective" and 4 equalled "effective". The reported results were:

1987-88	***1988-89***	***Items Reported***
2.9	2.9	"Effectiveness of coordination efforts among education and training entities.
2.9	2.9	"Effectiveness of the coordination of the training or education program to economic development efforts."

There appeared to be no change from 1987-88 to 1988-89 in the degree of coordination and cooperation as reported by technical education.

JTPA

In the publication Job Training Partnership Act, Annual Report to the Governor, State of South Carolina for Program Year 1988 (1988-1989) JTPA addressed coordination with the following section (page 6):

"During this program year, awareness of how the resources and services of other programs can be used to enhance the effectiveness of the JTPA service delivery system has resulted in increased efforts to gain the services of other programs for JTPA participants. This new phase has led to an expanded awareness throughout the state of JTPA programs which, in turn, has led to an increased demand by other programs and services to seek increased cooperation."

In the Governor's Coordination and Special Services Plan, State of South Carolina, for the period July 1, 1988 through June 30, 1990, the Plan repeatedly addressed coordination.

In Section II. Program Planning Information, the Plan emphasized that

> *"State agencies and organizations should distribute the Governor's Goals and Objectives and the Governor's Coordination Criteria to their respective local units for guidance in planning local programs."*

Coordination criteria (specific required actions according to the plan) are provided that apply to at least twenty-two (22) or more state agencies or other organizations. Included in the list of agencies are The South Carolina Employment Security Commission, Vocational Rehabilitation, Corrections, the State Board for Technical and Comprehensive Education and Social Services. Required actions are given for state agency level operation and for local offices.

Adult Education

Adult Education did not provide data or subjective information regarding the coordination and cooperation between adult education and the other agencies or institutions. However, many directors of vocational education at the local level are also directors of adult education. Accordingly, the perceived degree of coordination

between adult education and technical education or JTPA programs are thought to be very similar as that reported for vocational education.

Initiative for Work Force Excellence

In the State of the State Address on January 18, 1989 by Governor Carroll A. Campbell, Jr., he remarked "Across this state employers and local literacy providers are working together ...." Under the auspices of the Governor's Initiative for Work Force Excellence, Technical Education, Adult Education, and Literacy Councils are providing instructional services to upgrade the educational skills of the work force. "Work Force specialists initiate contact with businesses, aid in setting standards and goals for each program, conduct orientations and testing, and oversee instructional programs. The work force specialist works with local education providers in an effort to coordinate and share responsibilities for each program". A February, 1990 report of programs reported by the work force specialists indicate that in most of the sixteen service areas there are jointly delivered programs. That the reported programs are provided by adult education, technical education, literacy councils, or some combination of these three provide strong indication of coordination in the delivery of a variety of specifically designed literacy programs.

Articulation:

Vocational Education reported that (in 1987-88) "almost 97% ... of the school districts/other eligible recipients of State and Federal funds indicated ... that articulation efforts with technical education colleges in their area had been somewhat to very effective". Further, "School districts/other eligible recipients indicated that articulation agreements had been executed for 57.8% of comparable vocational education and technical education courses. Articulation agreements had been executed for a total of 910 vocational education courses and comparable technical education courses (1,574 total)" by the completion of the 1987-88 year.

Data for the 1988-89 year were as follows: 89% reported that articulation efforts had been somewhat to very effective. The percentage of courses that had been articulated (of those possible) had risen to 65.6% and a total of 1049 vocational education courses and comparable technical education courses had articulation agreements in place. The 1,574 total reported in the paragraph immediately above had increased to 1,600 by the end of the 1988-89 year.

The response from Technical Education took a different form. Using the 0 to 4 scale cited above, Technical Education reported a mean response of 3.0 on this item from the sixteen instructional officers: (these were from the 1987-1988 and 1988-1989 Annual Reports).

1987-88	**1988-89**	
2.9	3.0	"Effectiveness of articulation efforts with other education and training entities."

Articulation is not appropriate between JTPA funded programs and the educational programs of Vocational Education or Technical Education, due to variations in purpose, clientele, program duration, and other unique differences.

CONCLUSIONS

1. Generally, there is a relatively satisfactory degree of coordination and cooperation between and among occupational education programs according to the information provided to the SOTAC by the other state agencies/offices.

2. Progress is still being made in achieving articulation between secondary level vocational education programs and related post-secondary level technical college programs, according to the only quantifiable data available to the SOTAC.

3. Coordination and Articulation are two distinctly different concepts, and each of these apply uniquely to various institutions, educational entities, and program levels.

The extent of coordination appears to be difficult to measure.

Articulation can be more specifically documented than can coordination or cooperation.

4. Although no specific data on coordination were reported by Adult Education or by the Division of Employment and Training, planning and program information indicate that coordination, overall, was adequate.

5. Information and/or data provided by state agencies pursuant to Section 13 of the Employment Revitalization Act of 1986 do not follow any consistent style or format - thus rendering it very difficult to make comparisons or draw conclusions.

6. All data/information provided to the SOTAC and/or given in the reports of the other agencies were totaled or summarized to state-wide statistics, therefore conclusions could not be drawn on an area or regional basis.

RECOMMENDATIONS

1. Data or subjective judgements on coordination, cooperation, and articulation should be retained and made available on an area basis (clustered to the 16 technical college areas) by the state agencies, even if reported as a total for the state in the annual reports.

2. All four agencies or offices primarily affected by the ERA-86 (Governor's Employment and Training Division, Office of Adult Education, Office of Vocational Education, and the State Board for Technical and Comprehensive Education) should comply with all of the annual reporting requirements of Section 13 of ERA-86 dealing with the reporting of coordination and articulation.

The State Council on Vocational and Technical Education

The State Council on Vocational and Technical Education is a 13 member Board appointed by the Governor as required by the federal Carl D. Perkins Vocational Education Act of 1984.

The Council has the responsibility to conduct evaluative research, review plans and programs and make policy recommendations to the executive and legislative decision making bodies in the state which will improve and enhance the vocational and technical education opportunities for all South Carolinians. The activities of the Council are carried out in close coordination and cooperation with state and local vocational and technical organizations and agencies. As specified in the Perkins Act, the majority of the Council members and the Council Chairman are from the private sector.

The Council does not operate any educational programs nor have any administrative authority over such programs. The Council does have policy advice responsibilities and the Council's recommendations are submitted to the State Board of Education and the State Board for Technical and Comprehensive Education. The efforts of the Council are directed primarily to enhance and improve the programs of

vocational and technical education in South Carolina.

Much of the work of the Council is with the policy boards for Vocational Education and Technical Education and their state-level administrative units. These include the State Board of Education, the State Board for Technical and Comprehensive Education, the Office of Vocational Education in the State Department of Education, and the state administration for technical education. The Council also works with other boards, agencies or groups who may be concerned with occupational education and training.

The State Occupational Training Advisory Committee (SOTAC)

Under the state Employment Revitalization Act of 1986 (ERA) the Council also serves as the State Occupational Training Advisory Committee (SOTAC) to monitor the coordination and articulation among vocational and technical education service providers and the effectiveness of cooperation between these educational service providers and the local economic development activities in South Carolina.

The Employment Revitalization Act of 1986 (ERA-86) designated the State Council on Vocational and Technical Education to also serve as the State Occupational Training Advisory Committee (SOTAC). Thus, while continuing to carry out its ongoing coordination and evaluation responsibilities as mandated by federal Law, the State Council has the additional role of complying with the requirements of the ERA-86. The staff of the State Council serves as the staff for the SOTAC and State funds are utilized by the SOTAC to carry out the state requirements.

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